Community Supports

I. Priorities – What to Keep

A. Meaningful Activities Based on Interest, Skills and Values – Choice – Community Connections
B. Personalized Planning Process – Based on Choice, Interest, Needs and Dreams – Clear ISA Goal
C. Good Match of Person to Worker

Values Rating – All priorities align with values when they are "done well"

II. Priorities – What to Explore

A. Social Networks – Inclusion of Person
B. Supports when Needed – Opportunities for Evening and Weekend Supports
C. Community Building – Inclusive Opportunities

Values Rating – Did not rate

III. Summary Sheets

A. Ideas to Move Forward
   1. Explore Ontario's model
   2. Re-training existing staff
   3. Fishbowl with peer advocates
   4. Use training/focus that we have put into Employment Supports
   5. Train individuals to know what they like and how to communicate choices
   6. Spreading Person-Centered Thinking into all aspects of supports
   7. "Project Search" approach to Community Supports
B. Elephants and Ideas
   1. Not actually getting funded hours
   2. Morph from Community Supports to Respite
   3. Alternatives that match values
   4. Sustainability of 1:1
   5. Group vs. 1:1
   6. Small group
   7. How case managers have time to train/supervise when needed to provide coverage
   8. Redefine Community Supports measurements/inclusion
   9. Efforts to educate – encourage real inclusion

10. Transportation challenges – more focus on driving skills or other alternatives
11. Needs to have more conversations about change:
    i. More change is happening as drifting toward where we moved from
    ii. Need to move forward
    iii. Increase reciprocal relationship
    iv. Proximity vs. inclusion
    v. Change is difficult
12. Scared about congregate settings – need to look at motivation
13. Flexible program money vs. individualized money
14. Need to spend more time coming to consensus with stakeholders grappling with hard issues!
15. Payment reform outcome vs. hours
16. Building community, find need, include the folks we are working with in providing solutions
17. Bridge individuals into community
18. Quality Assurance team reviews – need to offer financial incentives to learn about and try new things
19. Examine how policies limit flexibility
20. Pool resources not money
21. Accountability with flexibility
22. Reaching out to families – Social Role Valorization
23. Do we need to create other service category for something between "Respite", "Community", "Day Care"
24. Include high school aged students in planning for developmental services

IV. Work Sheets[1]

A. What is Working / Want to Preserve [red dots]
Group One
1. Inclusion in community (vs. segregated setting) – use generic services [1]
2. Personal planning based on real interest, needs, dreams, that results in clear ISA goal, process and schedule +5 [8]
3. Builds relationships – unpaid volunteer with same interest +3 [2]
4. Skilled staff who know how to facilitate relationships and know when to fade – be invisible +1

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[1] The "+ number" indicate the number of times a concept was mentioned if more than once. The "[numbers in brackets]" indicate the number of dots (either red or green) used to prioritize the concepts.

5. Teach skills – move into valued role through participation
6. Independent travel – teach/support person to use transportation +1 [1]
7. Community support skills to support person's job
8. Opportunities for evening and weekend supports [7]
9. Planting gardens, shop, clean, care for self, banking
10. Caring case managers and support workers with "heart"
11. Teaching others/sharing skills and interests – "Global Campus", "Resource Centers" +1 [2]
12. Real community connections based on skills and interests [6]
13. Housing options [1]
14. Peer gathering – maintain friendships from the past +4
15. Building civic responsibility – Voting – Legislature [1]
16. Open expectations about what people can do
17. Communication opportunities (e.g., FC coaching) and connecting with others who communicate the same way [1]
18. Finding different opportunities to explore, grow, meet new people +1 [1]
19. Peer support for individuals and families – like "Peer Navigators"
20. One-on-one supports – focus on the individual – more people change dynamic [4]
21. Work community – connections – routine – friendships
22. Exposure to new activities/new skills/learn new things +1
23. Staff flexible, creative, spontaneous +1 [2]
24. Getting to ones hopes and dreams
25. Exploring person's sexuality – opportunities [1]
26. Ensure personal safety
27. Supervised staff +1
28. Activities that are meaningful to the person – real choice – provide opportunities that help people finding things that they love – Having a life that is worth living [6]

Group Two
29. Community values accessibility and inclusion +2 [2]
30. Getting support with transportation
31. Planning wisely to put things together in day
32. Transition programs e.g., Bridging, ARCh [1]
33. Attention to need
34. Remain person-centered [2] see IV.A.2.

35. Valuing the individual
36. Good match with person and provider – interests and goals – relationships +1 [5]
37. Peers teaching each other – self-advocacy [2]
38. 1:1 build skills – greater independence
39. Building natural supports [3]
40. Choice in independent decisions +2
41. Increasing value role of support person with more training available, individual specific training +2 [2]
42. Volunteering – increase work skills +1
43. Most people fairly present in community [1]
44. Cultural and linguistic competency +1
45. System helps pursue inclusive activities +1 [2]
46. Flexible social opportunities [1]
47. Family members helping
48. Post-secondary opportunities [1]
49. Diversity of different communities [2]
50. Available literature about values [1]
51. Creativity and positive potential +1
52. Still have ability to do this +1

B. **What are the challenges?** [red dots]
   Group One
1. Assuring ISA is done – supervision
2. Familiar with person
3. Weekend and evening activities when staff are not available
4. Community Supports as back-up to loss of work
5. Loss of hours of paid support – lead to other non-planned support – not enough hours of supports +1
6. Crisis-based
7. Person-centered – Provide a life, not a program/service
8. True community connections
9. 24-hour wrap-around

   Group Two
10. Meeting new people when have anxiety/nervousness
11. Transition process
12. Paid supports needing to happen Monday – Friday, 9:00 – 4:00 +4

13. Over reliance on family members
14. Loneliness – how to connect
15. Lack of understanding reciprocal relationships – 2-way street +2
16. Not enough peer living arrangements
17. Liability – fear natural supports who do not have background checks – what if something happens +3
18. Ensuring safety increase skills
19. Lack of people to do work +3
20. Technology savvy staff matched with folks appropriately
21. Social media +1
22. Increased money management skills
23. Issues of trauma, bullying, staff need to be skilled
24. Arbitrary limit number of hours Community Supports
25. Increased pressure for group activities
26. Lack of understanding meaningful community activities +3
27. Funding for activities, memberships, etc. that cost money/lack of free meaningful activities +1
28. Transportation, especially specialized +1
29. Measuring wrong things – need to measure inclusion
30. Wear and tear on staff cars
31. Not adequate training +1
32. Hard to do efficient matching/knowing what's available
33. Life experiences make it hard to make choices
34. Support for learning to drive
35. Expectations of others too low +1

C. **What do we need to explore / learn about?** [green dots]
   Group One
1. Uber rides to get places [1]
2. Pooling support hours – sharing unused hours for use later by others – not suspending [3]
3. Supporting peer interactions in a values-driven
4. Taking field trips to other agencies – try new experiences in other counties [1]
5. Ask person, self-advocates, other agencies what they want and what they do [3]
6. Cross-pollination across funding/services – Choices for Care, nursing home, senior centers [1]

7. Ontario, Canada – look at what they are doing to build inclusive lives [5]
8. Generate list of "things to do" in each part of Vermont [1]
9. Look at how Global Campus connects people to other opportunities [1]
10. Supports happen when they are needed – weekends and evening – social circumstances that still need skilled support [3]
11. Friendship and dating – use Alaska Skype model
12. Use calendar to plan activities for person to do
13. Building supports for parents with disabilities – share information across agencies [1]
14. Keep families involved once person becomes an adult [2]
15. Include people who have not been able to do post-secondary activities
16. Better work supports helps create less need for Community Supports [2]
17. Explore social clubs (e.g., Elks) and generic community gatherings – use Front Porch Forum [3] see IV.C.21.
18. Arrangement with Department for Children and Families – keep parent and child together [1]
19. Focus just on building community that is inclusive – Take advantage of small communities [7]
20. Bring in experts from other states (e.g., Hingsburger, McKnight) [2]
21. Look at individuals as a part of families – can use Medicaid funds to support a parent with a disability but not their child

Group Two
22. Assist to develop own social networks [7]
23. Use technology to identify good matches – more focus on matching +1 [1] see IV.B.36.
24. Using Community Supports how to match person up with community members with mutual interests, reciprocity, expand interests
25. Ride-share to build relationships and transportation +1 [1]
26. Ride-share technology
27. College choices / classes / major assistance
28. Peer mentoring $_2$ [2]
29. Using person–centered thinking skills, learning logs, communication logs, throughout day +1 [3] see IV.C.7.
30. More flexibility staff hours – available hours to match community activities – "night" hours/services – puzzle +2 [2]
31. Not focus on "activities" but focus on inclusion – participation [1]

32. Change payment mechanisms to support to allow to improved service delivery +1 [1]
33. Explore improvements in documentation requirements to include supervision and training of staff – train how to be creative in supporting people to pursue interests
34. Clear rules data collection
35. Individual Support Agreement improvements or other documents
36. Person-centered planning
37. Learn more about pros and cons of group support +1 [2]
38. Expand roles of people with developmental disabilities being services coordinators, trainers, etc. [1]
39. Challenge the use/definition of the word "community" +1 [4]
40. Find ways to get connected and ready to be in the community when still in school [1]
41. Increase non-paid people +1
42. Increase involvement medical field, Primary Care Physician and clinicians should be thinking more holistically [1]
43. Empowering role of Direct Support Professional – explore and identify opportunities
44. Measure right things [6]
45. Explore housing options +1 [1]
46. Explore community circles [1]
47. Spice Time Credits who trades skills, goods, services, etc.
48. Re-name Community Supports
49. Focus on what we have, rather than what don't have [1]
50. Enlist help of community inclusion

V. "Stickies"

A. What is working / needs to be preserved?
1. Scheduling rides to go into the community to go to HowardCenter and to Knight Lane Williston – also to take the bus to where I volunteer
2. Have repeated opportunities to experience different things
3. Take people to where they want to go but also stretching them with new places and choices
4. Relationships overtime that are based on common interests
5. Taking people into places where they haven't been before – travel, concerts, camping, etc.

6. Taking people to town activities, especially if they were previously included there
7. Independent travel as ancillary support around person's job
8. Allow people to choose the direction of their services
9. Employment helps people to feel like they are contributing, increase self-esteem and self-worth and build relationships
10. Train staff in concepts like Therapeutic Options and other "relationship" type trainings (e.g., skills, self-regulation, trauma informed)
11. "FF Model" – plan monthly calendar of activities, choose then make it happen
12. Pair people/groups by choice of what they want to do – small groups focused on shared activities of choice – as integrated as possible
13. Play Bingo at the Resource Center or go bowling
14. Some need supports for just transportation

B. **What are the challenges?**
1. Home providers who also provide community supports
2. Does everyone who has 1:1 funding really need 1:1 staffing
3. Figure out how to included "difficult to include" people in Post-Secondary opportunities
4. Supports to parents who have disabilities who have children in danger of losing custody (e.g., supported apartment program)
5. Adequate team and supervisory support to assure schedule of what reflects the ISA
6. Staff not familiar with person's community: accessing a larger team; where and when does it happen; who do we know who can build the bridge to a relationship
7. In absence of "good" community support some "disability only" programs have evolved that do not necessary fit system values
8. Difficult to be "out-and-about" 25 hours a week
9. More focus on employment for working age individuals/not enough employment options
10. What do people do all day when they don't work
11. Community can be "backfill" when person loses job and still needs help
12. Help people access peers in evening or weekends for activity of shared interest – budget support for "shift differential" for nights/weekends
13. Budget cuts have led to a return to segregated settings
14. People/agencies getting "stuck" in routines
15. Fear of liability – the "unknown" limiting options

16. Hours of support cut results in support staff working with another person
17. Guidelines/Policy/HIPPA/high caseloads
18. PATH/MAPS/Family Matrix – prior to services
19. Crisis-based
20. Trained to sustain workforce
21. Educating the "society" about values
22. Family needs: supervision; winter activities; groups; financing groups; transportation
23. Coverage: hiring; retention; vacancies; turnover
24. Not being able to support more than one person at a time
25. How to build more people into lives of individuals living with 24-hour "wrap around" where everything depends on one person – good for individual relationship but limited in terms of expanding beyond the routine
26. Providing community supports in rural areas/geographic disparity
27. A need to create a program
28. Lack of real Person-Centered Planning
29. How to individualize with tight budgets and needing some place to land for hours at a time
30. Many people not "allowed" to go home and must figure out what to do all day
31. Tending toward group activities
32. Look for a consistent understanding of overall goals
33. Life experiences make it hard / hard to navigate comprehension to support individual choice

C. **What do we need to explore / learn about?**
1. Keeping up with alumni groups after kids have graduated
2. Look at Georgia – how they keep families involved after kids become adults because families are all that is available for some
3. Use of alternative supports to fill in gaps (e.g., grad students)
4. Craft groups, Flynn, performing arts groups
5. "Social Determinates of Health" – what makes a healthy community
6. Vermont is ahead of most states in helping people build inclusive lives
7. Social Role Valorization/DAIL values – group activities opposed to community integration – Global Campus outcomes that support inclusion
8. Angela Amado Friends curriculum on developing relationships – helped staff move forward

9. Community-based learning are models to expand: Adult Basic Education, Community Collage of Vermont, Project SEARCH, Think College, College Steps
10. How to bridge an individual to one's community such that their heart sings
11. "Teach" people of their value by exploring their skills/likes/dislikes/values
12. Already existing community groups/organizations that can help a person with individual goals/interest
13. Look at the Home and Community-Based Services rules and how they impact community supports
14. Stop having funding reality driving program design
15. Learn how to stay out of the way
16. Not limited by system's rules – clear expectation about the rules
17. How can more programs like Think College and SUCCEES be affordable
18. Who else can we give money or support to help arrange social opportunities
19. Speed dating – meet and greet to find friends
20. More CALC training; more community navigator training
21. Look at curriculum from Minnesota about helping people make friends – use in agencies
22. Incentivize inclusivity for local businesses, classes and events
23. Attention to "dignity of risk"
24. Use ambassadors/cultural brokers with Designated Agencies to bridge gap between the disability world and community
25. Allow staff to bring people to their homes between activities
26. Increase "Home Alone" and "Community Alone" skills
27. Increase decision-making skills
28. Need for a broader understanding to self-direction and associated staff role
29. A workable definition of inclusion